



Going Up?

The Gifted **EL**levator (Identification & Services for English Learners)

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Legislation

- **1964 Civil Rights Act:** Special needs of ELLs enrolled in public and nonpublic schools are defined.
- **1974 Equal Educational Opportunity Act**
- **2001 *No Child Left Behind*** (reauthorization of Titles I and III of the *Elementary and Secondary Education Act of 1965*). (*Identifying Gifted and Talented English Language Learners*, 2008, p. 9)



Legislation

Article 29B § 115C-407.5, Article Vb, [Interstate Compact on Educational Opportunity for Military Children](#) states:

“Educational program placement - The receiving state school shall **initially honor placement** of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. **Gifted and talented programs;** and
2. **English as a second language (ESL).**

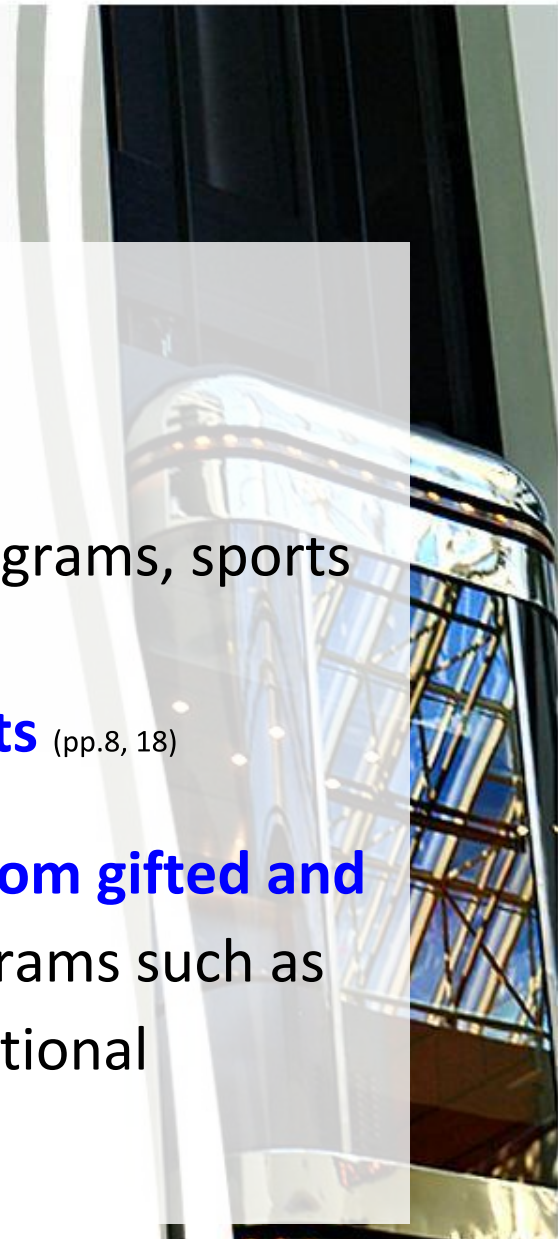
This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.”

Legal Obligations

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

- **Ensure EL students have equal access** to
 - core curriculum
 - graduation requirements
 - specialized and advanced courses and programs, sports and clubs. (p.8)
- **Avoid unnecessary segregation of EL students** (pp.8, 18)
- **May not categorically exclude EL students from gifted and talented education** or other specialized programs such as Advanced Placement (AP), honors, or International Baccalaureate (IB) courses. (p.21)

U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice. (2015, January). *Dear colleague letter: English learner students and limited English proficient parents.* <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>



Legal Obligations (cont.)

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

In investigations, OCR and DOJ consider whether:

- ***Gifted evaluation and testing procedures*** screen out EL students because of their limited English proficiency when participation in particular gifted programs does not require proficiency in English; and
- ***SEAs and school districts monitor extent to which EL and former EL students are referred for and participate*** in gifted and talented education programs, as compared to their never-EL peers. (p.22)

U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice. (2015, January). *Dear colleague letter: English learner students and limited English proficient parents.* <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

Legal Obligations (cont.)

- **North Carolina Article 9B, Standard 1:** AIG student identification procedures employ multiple criteria which incorporate measures that reveal:
 - student aptitude
 - student achievement, *or potential to achieve*in order to develop a comprehensive profile for each student.
- **Non-traditional** and **traditional measures** based on current theory and research (*Article 9B, Standard 1*)
- **Removed** the word, “**standardized**” in **October 2015**.
- Ensures **AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted** and are responsive to LEA demographics. These populations include:

culturally/ethnically diverse	economically disadvantaged	English language learners
highly gifted	twice exceptional	

Equitable Access

To ensure English Learners have the opportunity to participate in programs for academically gifted students, LEAs should:

- Evaluate English learners using multiple assessment tools, methods and contexts that allow students to demonstrate their knowledge without relying primarily on their ability to use English;
- Consider various sources for recommendations, including teachers, parents, and others; and
- Prepare school personnel who evaluate and determine AIG designation to understand how diverse cultures value different gifts and talents.




U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice. (2015, June). *Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs*. <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf>

Equitable Access

Published June 2015

CHAPTER 4




TOOLS AND RESOURCES FOR PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

This is the fourth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

KEY POINTS

- SEAs and LEAs must design and implement services and programs that enable ELs to attain both English proficiency and parity of participation in the standard instructional program, within a reasonable length of time.
- SEAs and LEAs must provide equal opportunities for EL students to meaningfully participate in curricular, co-curricular, and extracurricular programs and activities.
- SEAs must ensure that schools and LEAs use appropriate, reliable, and valid evaluations and testing methods to measure ELs' acquisition of English and core-content knowledge.



U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice. (2015, June). *Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs*. <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf>

Screening Criteria

- Is it “fair” and “legal” to use different screening criteria for different groups of students?
- Yes. When a district only measures with a single standard, the result has been to disproportionately eliminate:
 - minority students
 - students with disabilities
 - English Language Learners
- As long as the criteria are clear and used consistently, a district could establish differing criteria for certain groups of students as long as the criteria are consistently used with that particular group of students.” (*Identifying Gifted and Talented English Language Learners*, 2008, p. 21)



Serving ELLs in Gifted Programs

Moving From a Fixed to a Growth Mindset

Growth



- There are gifted individuals in every country
- Provide gifted PD to ESL/ELL and gen. ed. teachers
- Institute partnership with gifted and ELL/ESL teachers
- Use current ESL/ELL and nonverbal assessments
- Evidence exists that two-way bilingual gifted programs boost progress of all participants (both English and ELL)



Fixed



- Perception: Not intelligent until proficient in English
- Lack of foreign language proficiency by gifted teachers
- Lack of gifted training for meeting ELL needs
- Unfamiliarity with appropriate identification tools
- Fear that non-ELL will be “pulled down”/limited by ELLs in gifted class



SOL Net: Speakers of **O**ther **L**anguages **NET**work

- **Jacob K. Javits Grant**
 - Wrote and directed federally funded (\$645,000) gifted grant
- **Purpose**
 - Started gifted programs for English Language Learners in Dallas, TX
 - Started gifted programs for Navajo and Ute on the Navajo Reservation in Utah
 - Established networks between project participants



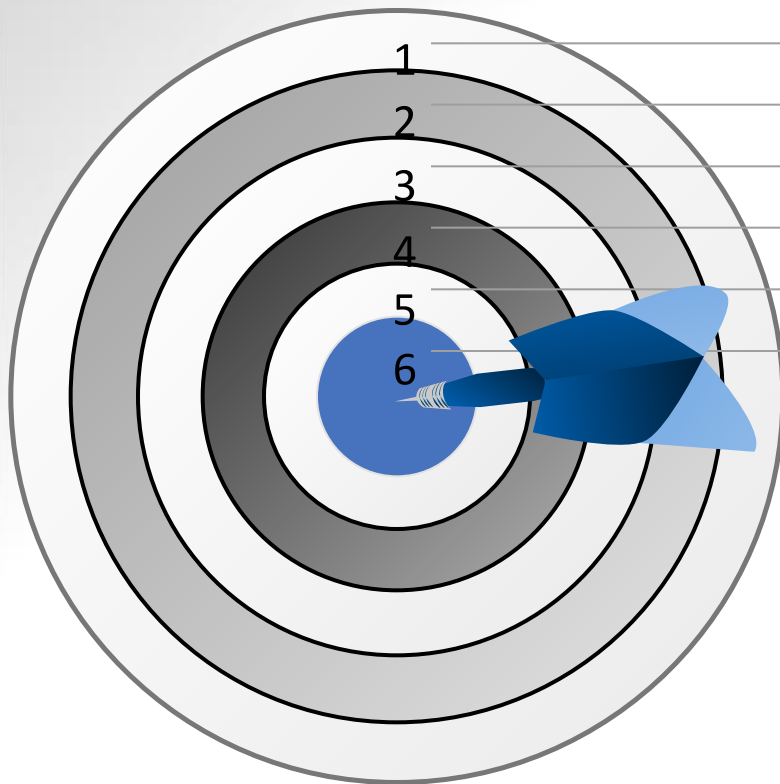
SOL Net: Speakers of **O**ther **L**anguages **NET**work

- Provided graduate credit hours for SOL Net teachers via distance learning
- Developed culturally/linguistically appropriate identification tools/forms and processes
- Networked with students, parents and teachers in Dallas, El Paso, Chicago, and on the Navajo Reservation in Utah
- Mentored SOL Net Bilingual/ELL teachers



Target Schools

Steps to ensure successful collaboration



Administrative support

ELL, Gifted, & Technology collaboration

High ELL population

Effective ELL and gifted school program

Informational meeting

Evidence of commitment



Recruiting Participants

1

Issued a Mini-RFP (Request for Proposals)

2

Teams attended required informational presentation

3

Team: Principal, Gifted, Bilingual/ESL, Technology

4

Selected Best Proposals

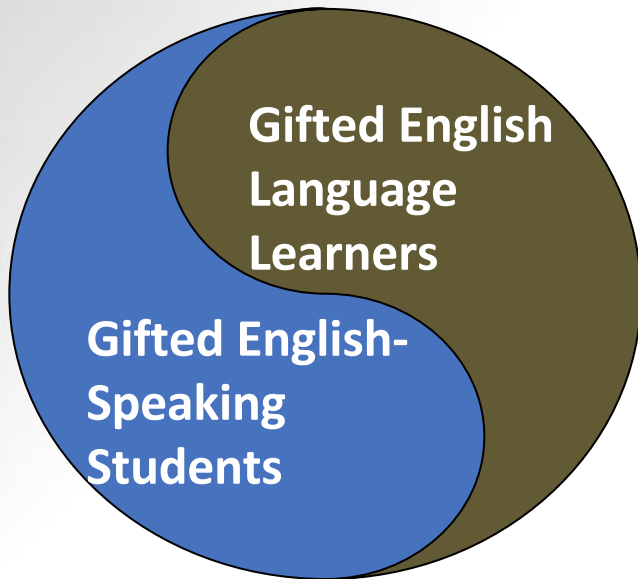


The **EL**levator Goes Both Ways

½ English



½ Spanish



Includes Mentoring Younger Students

2 Way Gifted Bilingual Programs

- During Spanish time, instructor spoke Spanish
- During English time, instructor spoke English
- **Mentoring Component:** Spanish-speakers read in English to young ELL students. English-speakers read in Spanish to young English-speaking students.

Going Up? Testing Results

Texas Assessment of Knowledge & Skills (TAKS)

Woodcock Munoz Language Survey (WMLS)

Pre-tested
English
speakers (ES)

Students read to
younger ELL & ES

ES at grade level on
Spanish TAKS and 1-3
year gain on ITBS

WMLS

2-Way
Bilingual
Program

Mentor

WMLS

TAKS &
ITBS

½ Day in
Spanish, ½
Day in
English

ELL students & ELL
mentees scored
significantly higher
than similar students
not in 2-way program



Gifted ELL Identification Tools



Must be appropriate

- Not English-language dependent
- Not culturally biased



Nonverbal Intelligence/ Aptitude Tests

Cognitive Achievement Test (CogAT) *(nonverbal section)*

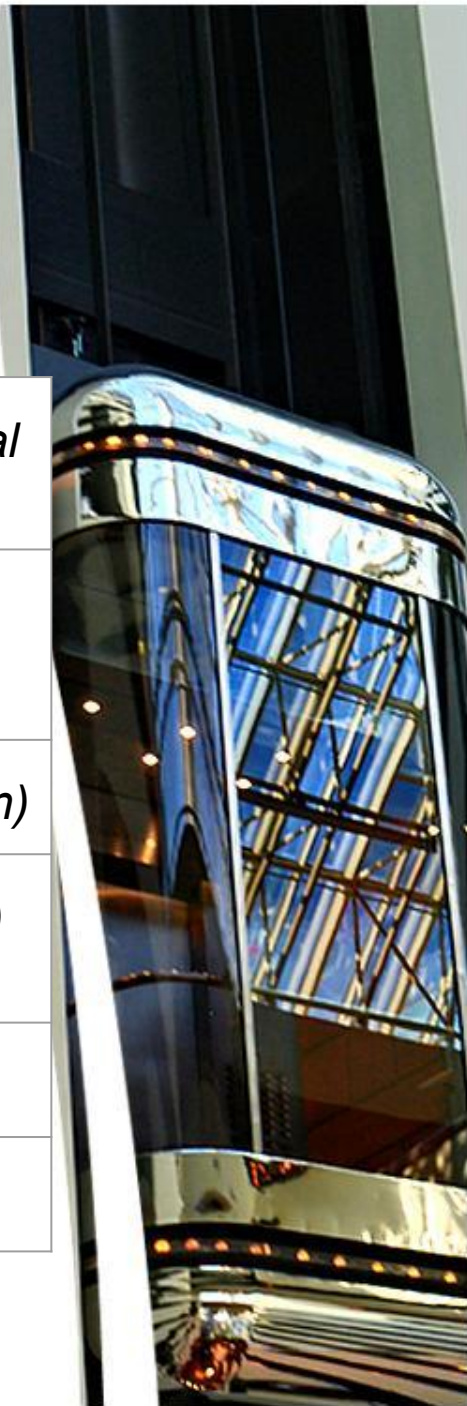
Comprehensive Test of Nonverbal Intelligence (CTONI)

Kaufman Brief Intelligence Test *(nonverbal section)*

Kuhlmann-Anderson Test (KA) *(nonverbal section)*

Matrix Analogies Test (MAT) *superceded by NNAT*

Naglieri Nonverbal Ability Test (NNAT)



Nonverbal Intelligence/ Aptitude Tests

Otis-Lennon School Ability Test (OLSAT 8;
nonverbal section)

Raven's Standard Progressive Matrices Test

Raven's Coloured Progressive Matrices Test

Test of Nonverbal Intelligence (TONI 4)

Universal Nonverbal Intelligence Test

***Wide Range Intelligence Test (WRIT; nonverbal
section)***



Spanish Achievement Tests

Apreda 3

Logramos Comprehensive Assessment of Achievement in Spanish

Spanish Assessment of Basic Education, 2nd Edition (SABE/2)

Woodcock-Muñoz Cognitive Ability & Achievement Test Battery III (Bateria III);
Spanish Translation

OTHERS

Spanish Language Assessments for Dual Language Programs



Nonverbal Creativity Tests

Mehdi's Nonverbal Test of Creative Thinking (Hindi)

Torrance Test of Creative Thinking (TTCT)

Torrance Figural & Test for Creative Thinking – Drawing Production (TCT –DP)

William's Exercise in Divergent Thinking



Non-English Creativity Tests

Gifted Rating Scales (GRS - Spanish)

GIFT (Group Inventory for Finding Talent - Spanish) by Sylvia Rimm

Mehdi's Verbal Test of Creative Thinking
(Hindi)

Prueba de Imaginación Creativa
(Creativity Imagination Test- **PIC** in Spanish)

Torrance Test of Creative Thinking
(**TTCT**- 35 languages)



Cautions about Nonverbal Tests

Linda Kreger Silverman

- Pure measures of general intelligence ... excellent indicators of abstract reasoning, particularly in the visual-spatial domain.
- Have negligible ethnic biases ... support use in identifying gifted children from culturally diverse groups.
- Do not measure as wide a range of abilities as IQ tests and not as predictive of success in a gifted program

Donna Ford

- Correlation between any two tests is imperfect; possible to have high score on a traditional IQ test and low nonverbal test score, and vice versa.
- Students who have limited proficiency in English, are underachievers, and are culturally diverse are most likely to score high on nonverbal tests.
- Nonverbal test scores provide useful information.
- Traditional and nonverbal tests should be used along with grades, projects, and teacher and family information to make informed, responsible decisions about all students, not just culturally diverse ones.

Cautions about Nonverbal Tests (cont.)

- Suitability for English Language Learners depends on not having elaborate verbal directions in English.
- Nonverbal assessments should not be used **in isolation** to identify gifted/talented English Language Learners.
 - more likely to exclude a gifted/talented learner who excels in other areas that have greater bearing on school success.



Cautions about Translated Tests

George Isidore Sanchez, a Mexican American scholar, raised seven issues about intelligence testing (Valencia & Suzuki, 2000):

1. Intelligence tests are not normed on Spanish-speaking people.
2. Test items are not representative of the Spanish-speaking culture.
3. The entire nature of intelligence still is a controversial issue.
4. Test results from Spanish-speaking individuals continue to be accepted uncritically.
5. Revisions or translated tests are not necessarily an improvement on test measures.
6. Attitudes and prejudices often determine the use of test results.
7. The influence of testing on the educational system is phenomenal. (p. 21).

Other Identification Tools and Caution (C)

- 1 **Original Work** (stories, songs, poems, plays, drawing, recording)
- 2 **Evidence of his/her passion** for a particular topic
- 3 **Anecdotal records** about unique/special things accomplished
- 4 **Awards** from contests/competitions
- 5 **Evidence of leadership** (can be from community)
- 6 **Teacher checklist** (*Must not be culturally biased*)
- 7 **Parent/guardian checklist** (*Must not be culturally biased*)
- 8 **Performance** in nurturing program and/or high level activities
- C** **English mastery is NOT an appropriate identifier**

Gifted Characteristics Checklist for Underrepresented Populations (<http://www.azed.gov/gifted-education/files/2012/10/projectbrighthorizon-giftedcharacteristicschecklist.pdf>)

